PRSD PROFESSIONAL DEVELOPMENT COMMITTEE

December 2021

"Focused on learning for every student every day."

702 Warrendale Rd., Gibsonia, PA 15044

Committee Purpose

☐ Provide **oversight** to ensure that the district is designing and implementing **professional development** activities **aligned with the strategic and comprehensive plans**.

☐ At PRSD, the **PDE-required comprehensive plan** was designed and approved to **align with the PRSD strategic plan**.

PDE Comprehensive Plan

In accordance with 22 PA Code Chapter 49, the Professional Education subcommittee should be comprised of the following:

- ☐ (6) Teacher representatives divided equally among elementary, middle and high school teachers
- ☐ (2) Educational specialists including dental hygienists, school guidance counselors, home-school visitors, technology instructors, school psychologists, school restoration, and nutrition service specialist.
- ☐ (2) Administrative representatives (chosen by the administrators)
- ☐ (2) Parents of children attending a school in the district
- ☐ (2) Local business representatives
- ☐ (2) Community representatives

PRSD Professional Education Committee

Senior Leadership Team
- Mr. Glickman, Director of Human Resources
- Ms. Hathhorn, Director of Communication
- Mr. Hustwit, Director of Special Education
- Dr. Justus, Assistant Superintendent (Elementary)
- Mrs. Kirk, Director of Financial and Operational Services
- Dr. Miller, Superintendent
- Dr. Pasquinelli, Assistant Superintendent (Secondary)
- Mr. Stoebener, Director of Technology

Administration
- Dr. Domagala, EHUE Assistant Principal
- Mr. Gironda, Athletic Director
- Dr. Hernandez, HS Assistant Principal
- Dr. Kuzilla, HE Principal
- Mr. Minsinger, MS Assistant Principal
- Dr. Paczan, Lead Psychologist
- Mr. Rucker, Asst. Director of Facilities

Support Staff and Administrative Support
- Ms. Torchia, Para-educator / ESPA President
- Ms. Will, Administrative Assistant
- Mrs. Williams, Administrative Assistant
- Ms. Dindak, Human Resources Specialist

School Board
- Dr. Mehalik, Board Member & Staff Services Subject Lead
- Dr. Meyer, Board Member & Academic Achievement Subject Lead

Professional Staff
- Mrs. Bianco, K-6 Intervention Specialist / Academic Leadership
- Mr. Converse, HS Mathematics

Professional Staff (Continued)
- Mrs. Fickes, RE Kindergarten / Academic Leadership Council
- Ms. Graham, MS FCS / Academic Leadership Council
- Mrs. Miller, EHUE Counselor / Academic Leadership Council
- Ms. Prins HE 1st Grade
- Mr. Prucey, MS English
- Mr. Rickard, MS/HS Music / Academic Leadership Council
- Mr. Roberts, HS Social Studies / Academic Leadership Council
- Mrs. Schonbachler, HS Nurse / Academic Leadership Council
- Mrs. Shenefiel, EH Librarian / Academic Leadership Council
- Mr. Vins, WE 3rd Grade / PREA President / Academic Leadership

Parents / Community / Business
- Mr. Carnovale, Business (Eaton) & Parent
- Mrs. Drenning, Parent
- Ms. Dunkis, Community
- Ms. Frank, Business (First Commonwealth Bank)
- Ms. Henderson, Community (Chatham Eden Hall)
- Mrs. Hong-Bang, Parent
- Mrs. Hunt, Parent
- Mr. LeDuc, Parent
- Mrs. Lund, Community (PROF Executive Director)
- Dr. McGhee, Community (Stepping Stones Executive Director)
- Ms. Mestre, Parent
- Ms. Patsko, Community (Pine Township Parks & Recreation)
- Mrs. Plowey, Parent
- Ms. Ravotti, Parent
- Mrs. Redlinger, Parent
- Mr. Smalley, Parent
- Dr. Watkins, Community (A.W. Beattie Career Center)

DREAM TEAM

Our Shared Purpose Today

- Professional Development Process Review
- PD Update Fall 2020 - Fall 2021
- **Continue to refine the approach for** 2021 - 2022 differentiated professional development to enhance **effectiveness** and **drive continuous improvement across** the district, building, department, grade, work group, and individual **levels in alignment** with the **MVV** (Compass) and **Strategic Plan** (Map).

Shared Purpose

- In Transforming Professional Development into Student Results, Reeves (2010) states, "*professional learning that is devoid of challenge and opposition is the educational equivalent of a double-bacon cheeseburger diet*."

- High-impact professional learning is defined as meeting the following characteristics:

  1. Focus on Student Learning
  2. Rigorous Measurement of Adult Decisions
  3. Focus on People and Practices

Professional Development Acknowledgements

Tensions Exist/Competing Interests

- ☐ Prioritization of PD within Strategic Plan (Impact Matrix)
- ☐ Breadth vs. Depth
- ☐ Reaction (Level 1) vs. Results (Level 4)
  - Silo and Reaction
  - Silo and Learning/Behavior
  - Threaded and Learning/Behavior
  - Threaded, Learning/Behavior, Individual
- ☐ District vs. Building vs. Department/Grade
- ☐ All Staff vs. Some Staff (Segmentation/Workforce Group)
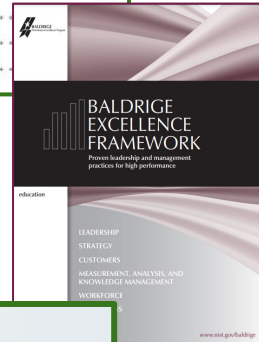- ☐ In-Service Calendar vs. Other Dates/Times

Professional Development Processes

1. Review of Strategic Plan Annually in Context of MVV & Progress
2. Consideration of Mandates, Unforeseen Events, Environment
3. Tweaks to Strategic Plan
4. Identification of Key Initiatives & Associated PD Needs
5. Impact Matrix of Key Initiatives on Workforce
6. Revisions to Key Initiatives or Rollout Timelines
7. Development of Initial Professional Development Calendar
   a. In-Service Days
   b. Workshop Days (Summer or During/After School)
   c. In-Depth Program Review Meetings
   d. District, Building, Department, Grade Level, Team, or Specific Workforce Group Needs
   e. Workforce Segments: Senior Leadership Team, Administrators, Admin Support, PREA/"Teachers", PRESPA/"Support Staff" (Secretaries, Paras, Custodial, Maintenance)
8. Prioritization of Needs (Impact Matrix & Action/Priority Matrix)
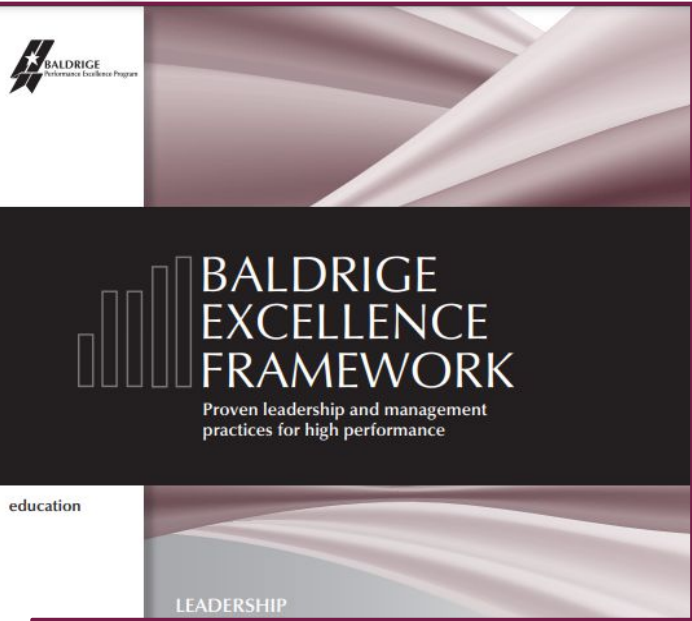9. Solidify Plans on PD Calendar Spreadsheet & Work with Administrators & ALCs on Proposals

Professional Development

Chapter 4	English as a Second Language	41
Chapter 49.16		
	Induction Plans	41
328	School Director Training	41
1109	PA Inspired Leadership (PIL)	41
1205.1	Continuing Professional Education (CPE)	42
1205.4	CPR Instruction	42
1205.6	Child Abuse Recognition & Reporting	
1205.7	Trauma-Informed Approaches	
1526	Youth Suicide Awareness and Prevention	

BALDRIGE EXCELLENCE FRAMEWORK
Proven leadership and management practices for high performance

education

LEADERSHIP
STRATEGY
CUSTOMERS
MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT
WORKFORCE

www.nist.gov/baldrige

-STRATEGY-

Workforce Key Drivers / Motivators

BALDRIGE
EXCELLENCE
FRAMEWORK

Proven leadership and management practices for high performance

education

LEADERSHIP

☐ Meaningful Nature of Profession
☐ Alignment with MVV
☐ High Levels of Staff/Student Performance
☐ Competitive Salary/Benefits
☐ Clean/Safe Facilities
☐ Positive Culture

I ❤ MY JOB

(3) **WORKFORCE Profile** What is your WORKFORCE profile? What recent changes have you experienced in WORK-FORCE composition or in your needs with regard to your WORKFORCE? What are

- your WORKFORCE or faculty/staff groups and SEGMENTS;
- the educational requirements for different faculty/staff groups and SEGMENTS;
- the KEY drivers that engage them;
- your organized bargaining units (union representation), if any; and
- your special health and safety requirements, if any?
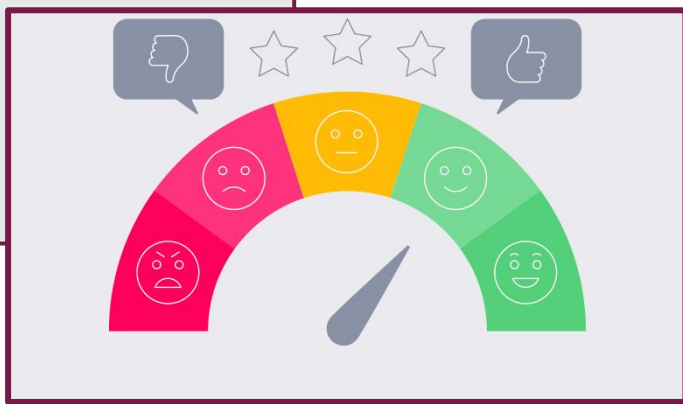
Annual Satisfaction & Engagement Surveys

"Focused on learning for every student every day."

Past Committee Descriptors of Effective PD

- Based on need
- Relevant, practical and engaging
- Differentiated and challenging
- Ongoing support and resources
- Aligned to school and district initiatives
- Time sensitive (to need and use)
- Connected to student learning as appropriate
- Monitor effectiveness over time
- Research- & evidence-based best practices
- Clear learning expectations
- Locally grown if possible
- Hands-on and interactive in a supportive environment

*Use the Chat Feature
& Share Any Other Ideas | Revisions*

Culture of Continuous Improvement
as an Organization
& as Individuals within the Organization

2019 - 2020	2020 - 2021	2021 - 2022 Revised	2022 - 2023

Pine-Richland School District Strategic Plan

Teaching and Learning

2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
Refine and strengthen each element of the model for teaching and learning with a focus on integration.			
	Educational Continuum (During COVID-19)	Educational Model Transition and Transformation (Post COVID-19)	
In-Depth Program Review: Study (English, Library and Music)	In-Depth Program Review: Study (Special Education, World Language, and Art)	In-Depth Program Review: Study (Special Education, World Language, and Art)	In-Depth Program Review: Study (H/PE, Counseling & Health Svcs., Family & Consumer Science)(Technology Education, Science)
In-Depth Program Review: Implement Recommendations and Resource Integration (Science, Health/PE, Math, B/CS, Gifted, SS)	In-Depth Program Review: Implement (Math, B/CS, Gifted, SS, English, Library, Music)	In-Depth Program Review: Implement (Math, B/CS, Gifted, SS, English, Library, Music)	In-Depth Program Review: Implement (English, Library, Music, Special Ed., W. Lang., Art, Health/PE, Counseling/Health Svcs., FCS)

Key Strategic Initiatives

❏ Transforming the Future (Virtual & In-Person Options)
❏ Common Assessments Driving Curriculum & Instruction

❏ In-Depth Program Review

  ❏ Study Phase: Art, World Language & Special Education

  ❏ Implementation (Most Other Departments)

❏ Diversity, Equity and Inclusive Schools

Pine-Richland School District

MISSION
THE **MISSION** OF THE PINE-RICHLAND SCHOOL DISTRICT IS TO
FOCUS ON LEARNING FOR EVERY STUDENT EVERY DAY.

VISION

VALUES
Personal Growth
Resiliency
Innovation
Diverse Opportunities
Engagement

2020-2021 Key Initiatives Quarterly Update (November)

Educational Program & Continuum

Educational Program & Continuum (**During COVID-19**)
Transforming the Future (Post COVID-19)

Starting with communications and planning in February 2020, the district identified three key drivers to ensure an educational model designed to provide continuity of learning: (1) health and safety; (2) effectiveness of learning academically, socially and emotionally; and (3) flexibility for students, families and staff. The PRSD Healthcare Leadership Council was formed in June 2020 to help inform this critical initiative. Comprising 43 members that include community-based healthcare experts, this council helped the leadership team refine plans that align with public health guidelines. Twelve members of the council are community residents and subject matter experts in science and/or health. The council has continued to meet throughout the planning phase for the 2021-2022 school year.

Following the recommendations to start the year with masks for students, staff, and visitors while conditions were being monitored, the PA Department of Health released a mandate reinforcing the same for all school entities. Students began the year seated 3 feet apart in the classrooms, which combined with the masking measures, reduced the need to identify any close contacts and mitigated quarantine. At the start of the year, students were also only 3 feet apart in the cafeteria, which led to higher numbers of quarantine. As a result, in late September, principals worked to modify and expand lunch logistics, allowing for students to be seated 6 feet apart, thereby reducing close contact identification and quarantine impacts.

Quarterly Updates can be Accessed on the PRSD Website

Workforce Development Example

"Step '**Up**' To The Right"

Workforce Development Example

Workforce Development and Engagement			
2019 - 2020	**2020 - 2021**	**2021 - 2022**	**2022 - 2023**
Increase effectiveness of the PR Academy for all employee groups and expand opportunities for career progression and succession planning.			
Refine PR Academy for Teachers, Principals and Paraprofessionals Based on 2018 - 2019 Measures of Effectiveness; Develop and Implement PR Academy for Other Employee Groups (e.g., Secretary and Custodian)	Refine PR Academy for Other Employee Groups (e.g., Secretary and Custodian)	Monitor Measures of Effectiveness for All PR Academies and Refine as needed.	Monitor Measures of Effectiveness for All PR Academies and Refine as needed.
			Design/Implement Emerging Leaders Programs Based on Year 1 Measures of Effectiveness
			Implement an Aspiring Educator Program for Prospective Teachers Through External Partner Substitute Service and Teaching Certified Internal Paraprofessionals

Workforce Development Example

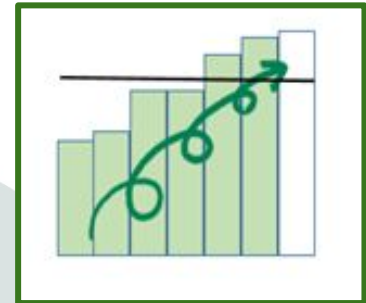| Workforce Development and Engagement			
2019 - 2020	**2020 - 2021**	**2021 - 2022**	**2022 - 2023**
Increase effectiveness of the PR Academy for all employee groups and expand opportunities for career progression and succession planning.			
Refine learning and development for all employee groups integrated with the performance evaluation and feedback system.			
Develop and Implement an Individual PD Plan for 500 Employees Threaded/Aligned to District, Building, Department, Compliance, and Personal Goals (Segments)	Evaluate Individual PD Plan Against Kirkpatrick Model for Training Evaluation with Feedback	Develop and Implement an Individual PD Plan for 500 Employees Threaded/Aligned to District, Building, Department, Compliance, and Personal Goals Emphasizing WHY	
Evaluate the Consistency and Quality of Performance Feedback for Employees Across All Supervisors (Strengths/OFIs in NERD Format)	Refine PA-ETEP Usage to Ensure a Systematic Approach to Performance Evaluation through Multiple Methods (Formal, Differentiated, Walk-through)	Refine PA-ETEP Usage to Ensure a Systematic Approach to Performance Evaluation through Multiple Methods (Formal, Differentiated, Walk-through) with Act 13	Full Deployment of a Personalized Performance System that Integrates PD and Evaluation

Short-Term Action Plan (2021-2022)	Progress and Implementation	Update Narrative or Dashboard-only	Expected Result & Performance Measure	EOY Target	Actual-to-Date
Workforce Development and Engagement: Increase effectiveness of the PR Academy for all employee groups and expand opportunities for career progression and succession planning.					
Monitor PR Academy for All Groups and Refine As Needed		Dashboard	Survey and Competency Check	90%	98.5%
Workforce Development and Engagement: Refine learning and development for all employee groups integrated with the performance evaluation and feedback system.					
Performance Feedback Consistency/Quality		Dashboard	Repeat Rep Sample Eval	95%	63%
Evaluate IPDP Development and Alignment w/ "Why" Focus		Dashboard	Base-1st Sem-2nd Sem	90%	84%

Strategic Plan & Progress

Pine-Richland School District Strategic Plan 2019 - 2023

Short-Term Action Plan (2021-2022)	Progress and Implementation	Update Narrative or Dashboard-only	Expected Result & Performance Measure	EOY Target	Actual-to-Date
Teaching and Learning: Refine and strengthen each element of the model for teaching and learning with a focus on integration.					
Educational Model and Continuum (During COVID-19)		Narrative	PRSD and PDE Requirements	100%	100%
Transforming-the-Future Educational Models (Post COVID-19)		Narrative	Final Report and Model (2021-22)	100%	100%
IDPR Study Phase: Art		Narrative	Scheduled Meetings, Progress Towards Final Report	100%	14%
IDPR Study Phase: World Language		Narrative	Scheduled Meetings, Progress Towards Final Report	100%	14%
IDPR Study Phase: Special Education and MTSS		Narrative	Scheduled Meetings, Progress Towards Final Report	100%	15%
IDPR Implementation Phase: English			Rec. Implementation	15%	12%
IDPR Implementation Phase: Library			Rec. Implementation	30%	27%
IDPR Implementation Phase: Music			Rec. Implementation	20%	10%
IDPR Implementation Phase: Math			Rec. Implementation	60%	63%
IDPR Implementation Phase: B & CS		Narrative	Rec. Implementation	65%	69%
IDPR Implementation Phase: Gifted and/or HA			Rec. Implementation	65%	71%%
IDPR Implementation Phase: Soc. St.			Rec. Implementation	60%	55%
IDPR Implementation: Science			Rec. Implementation	100%	100%
IDPR Implementation: Health/Physical Education			Rec. Implementation	100%	90%
Common Assessment / Collaborative Discussion		Dashboard	# Assessment Per Course	100%	50%
Teaching and Learning: Fully deploy the MTSS model at all three tiers for all students to address both intervention and enrichment (see also IDPR and RAMS Way).					
MTSS: Monitor and Adjust K-12		Dashboard			100% MS
Teaching and Learning: Integrate relevant technology into the teaching and learning process with explicit attention given to digital citizenship and responsible use.					
Student and Staff Device Purchase & Refresh Cycle Refinement		Dashboard	Image/Inventory/Deploy/Survey/Competency Check	100%	50%
Student Progress and Engagement: Measure and respond to students holistic indicators (e.g. "Graduate portrait": knowledge, skills, health (wellness, and personal qualities (characteristics)					
Diversity, Equity and Inclusive Schools Framework					
Nondiscrimination, Title IX and Related Policies					
RAMS Way: Hybrid Model / K-12 Classrooms Extension					
Stress Management and Mindfulness Curriculum					
Student Progress and Engagement: Student and parent voice in evaluation and improvement					
Design End-of-Course Student-Parent Feedback Tool					
Strengthen Internal Partnerships w/ Bi-Annual Review					
Workforce Development and Engagement: Increase effectiveness of the PR Academy for all					
Monitor PR Academy for All Groups and Refine As Needed					
Workforce Development and Engagement: Refine learning and development for all employ					
Performance Feedback Consistency/Quality					
Evaluate IPDP Development and Alignment w/ "Why" Focus					
Workforce Development and Engagement: Strengthen the alignment of external/internal p					
Refine External Key Partner Performance Measures					
Banking RFP					
Finance and Operations: Refine long-range budget planning, debt management and capital					
Budget Awareness / Future-Focused Financial Planning					
Capital Funding Plan / Debt Management					
Add SIS/FIS to Quarterly Key Partner Meetings with Measures					
Finance and Operations: Sustainability and environmental footprint.					
Sustainability Framework					
Pursuit of Excellence: Implement school-based action plans tied to accreditation programs					
PRHS: Student Engagement Attendance/Tier 1 Instruction (MS)					
PRMS: MTSS Integration/Strengthen Academic Team/Developing the Building-Based Team/Revising Decision Tree (STW)					
EHUE: Biome-based RAM Time Programming					
HES: Reading and Math RAM Time					
RES: Reading and Math RAM Time					
WES: Reading and Math RAM Time					
Pursuit of Excellence: Refine and enhance the system of governance through school board					
Act 55 Training Plan Implementation					
Board Self-Evaluation					
Batch Policy Review (000s, 600s & 700s)					
School Visitations (IDPR, MTSS and RAMS Way)					
Key Community Partnership Attendance					
Systematic and Integrated Communications					
Pursuit of Excellence: Utilize the Mid-Atlantic Alliance for Performance Excellence and Baldr					
MAAPE Level 3 Feedback Report					
Pursuit of Excellence: Develop, refine and monitor a comprehensive system of performance					
Finalize Performance Measure Scorecard					

2020-2021 Key Initiatives Quarterly Update (November)

Educational Program & Continuum

Educational Program & Continuum (During COVID-19)
Transforming the Future (Post COVID-19)

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"Focused on learning for every student every day."

Kirkpatrick Model of Evaluation

KNOWING

- Level 1 – Reaction ("Did they like it?")
  - Measured through online survey tool with Likert Scale and open-ended response boxes
- Level 2 – Learning ("Did they learn it?")
  - "Test" participants on learning compared to program objectives (e.g., pre- and post-test).

GAP

DOING

- Level 3 – Behavior ("Did they apply it?")
  - Transfer of learning from training setting to job
- Level 4 – Results ("Did it help the organization?")
  - Effect of training topic/initiative on outcomes

*Are we jumping the gap? How do we know? [Measure Results]

Pine-Richland School District
Focused on Learning for Every Student Every Day

Professional Development Proposal Form

Professional development is one of the largest investments we make in our future. The goal is to provide relevant training and learning opportunities, aligned to our mission, vision, values, and strategic goals. In doing so, we will educate and change the behavior of our learning community to positively impact the student experience and results. The Kirkpatrick Model captures this notion and helps us to focus on results and embody the philosophy of continuous improvement. By each of us taking small steps to the right, we grow both as individuals and as an overall organization.

Professional Development Session Name:	
Session Location:	
Contact Person:	
Length of Session AM / PM / Full Day:	
Focus Group for Training: Note whether the training is for the District, Building, Department, Grade Level, or a Specific Subgroup.	
Relevance of Training to MVV, Strategic or Building Goals/Initiatives, State/Federal Mandates:	
Learning Goals:	
Evidence of Achieved Learning Goals in Session (e.g. Pre-/Post-Assessment of Learning): How will you compare the base knowledge of a participant to their knowledge at the conclusion of the session?	
Evidence of Implementation Post-Session (Behavior/Results): What will participants produce or be expected to do	

Send Completed form to Building Principal and Assistant Superintendent for Approval
Last revised: 10/2018

1

as a result of this training?	
Learning Activities Planned for Session:	
Please write a S.M.A.R.T. goal to demonstrate how you will measure the impact of the session and integration of the desired learning goals. S = Specific M = Measureable A = Attainable R = Relevant T = Timebound	
Resources Required for Delivery? Personnel? Estimated Cost (Budget Code)? Equipment?	
Opportunities for Continued Scaffolding: How will participants continue to be supported to deepen their understanding and embed this learning into daily practice?	
Preliminary Timeline for Ongoing Support: Provide a tentative timeline of the dates and types of touchpoints for participants to ensure mastery and ample support.	
Link to Google Evaluation Form - OPTIONAL Create a session-specific evaluation form to collect feedback and identify any follow-up needs. This link will be added to the district-wide evaluation that will occur at the end of the session.	Paste the URL (web address) of your Google Form here:

Principal Signature and Date	Asst. Superintendent Signature and Date

	Approved	Justification:
	Denied	Justification:

For Completion After Implementation

Please share the results of your S.M.A.R.T. goal	

Send Completed form to Building Principal and Assistant Superintendent for Approval
Last revised: 10/2018

2

- PR Academy for Various Workforce Segments
- Individualized Professional Development Plans
- Continuity of Learning Website for Asynchronous Learning Opportunities
- Enhanced Technological Skill Development Sessions (Integration with IPDP & Learning Modalities)
- Diversity, Equity, & Inclusion Introduction
- In-Depth Program Review Recommendation Implementation (9 Departments)
- Data for Action & Model for Teaching & Learning

PD Effectiveness Measures

Below is a chart of the Act 48 professional development session ratings over time, with the prior three years' ratings as a comparison with trends over time. This data is kept for each in-service session and summarized into an annual average. In addition to soliciting qualitative feedback and comments, each of the formal in-service sessions is rated on a scale of 1-4, where the values expressed represent the following categories: (1) Strongly Disagree, (2) Disagree, (3) Agree, and (4) Strongly Agree, in response to the prompts:

- ☐ *"Was (were) the facilitator(s) well organized and* **prepared to deliver** *the session? Consider handouts, resources, "parking lot" for questions to revisit, facility, etc."*
- ☐ *"Were the* **learning goals** *presented and aligned with the* **learning activities**?"*
- ☐ *"Will you* **implement** *at least one strategy as a result of this professional development experience?"*

Professional Development Session Evaluation 2020-2021

	2017-18 avg.	2018-19 avg.	2019-20 avg.	2020-21 avg.	2020-2021										
Session Evaluation	Total	Total	Total	Total	8/21 a.m.	8/21 p.m.	8/25	8/28	10/30 a.m.	1/18 a.m.	2/16 a.m.	2/16 p.m.	4/5 a.m.	6/10 a.m.	6/10 p.m.
Preparation/Delivery	3.59	3.81	3.85	3.94	3.94	3.86	3.89	3.89	3.81	4.00	3.98	3.97	3.98	4.00	4.00
Learning Goals/Activities	N/A	N/A	3.93	3.98	4.00	3.98	3.98	4.00	3.97	3.99	3.99	3.96	3.98	4.00	3.98
Implementation/Action	3.83	N/A	3.96	3.97	4.00	4.00	4.00	4.00	3.9	3.98	3.98	3.97	3.94	3.96	3.94

PD Effectiveness Measures

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☐ *"Was (were) the facilitator(s) well organized and **prepared to deliver** the session? Consider handouts, resources, "parking lot" for questions to revisit, facility, etc."*

☐ *"Were the **learning goals** presented and aligned with the **learning activities**?"*

☐ *"Will you **implement** at least one strategy as a result of this professional development experience?"*

	2017-18 avg.	2018-19 avg.	2019-20 avg.	2020-21 avg.	2021-2022 (YTD)											
Session Evaluation	Total	Total	Total	Total	8/26 a.m.	8/26 p.m.	8/27 a.m.	8.27 p.m.	8/30 a.m.	10/29 a.m.	10/29 p.m.	1/17 a.m.	2/22 a.m.	3/28 a.m.	4/19	6/10 a.m.
Preparation/Delivery	3.59	3.81	3.85	3.94	3.97	3.96	4.00	3.92	4.00	4.00	4.00					
Learning Goals/Activities	N/A	N/A	3.93	3.98	4.00	3.97	3.96	3.88	4.00	3.96	3.93					
Implementation/Action	3.83	N/A	3.96	3.97	3.98	3.92	3.96	3.92	4.00	3.99	4.00					

PINE-RICHLAND SCHOOL DISTRICT

Impact at the Classroom / Student Level

"Focused on learning for every student every day."

702 Warrendale Rd., Gibsonia, PA 15044
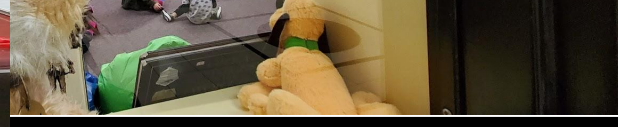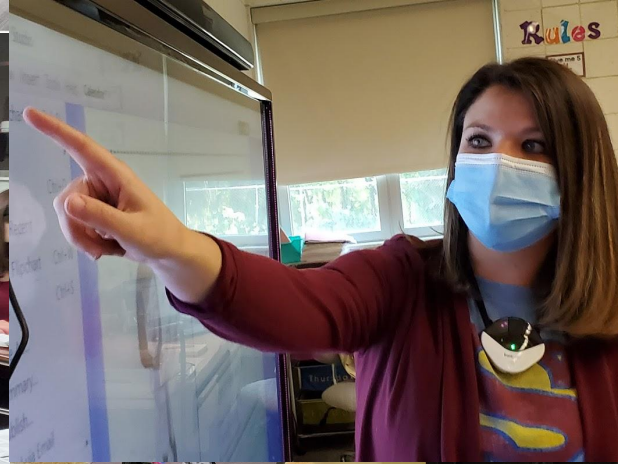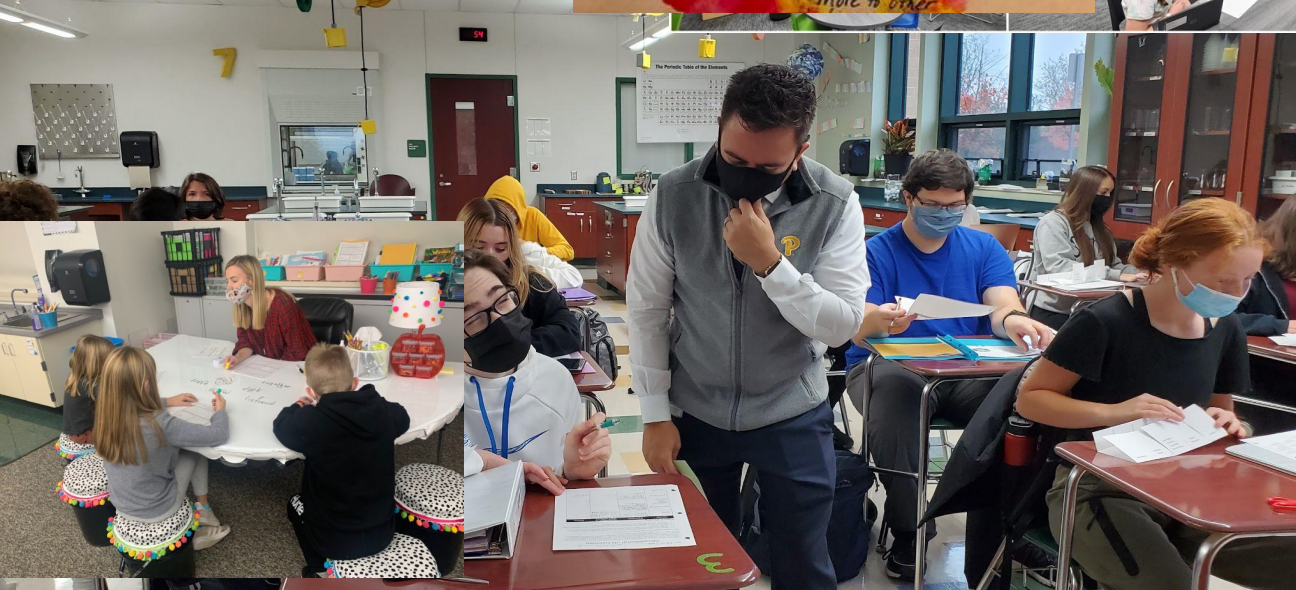
Continued PD Plans for 2021-2022

- Individualized Professional Development Plans
- Continuity of Learning Website for Asynchronous Learning Opportunities
- Diversity, Equity, & Inclusion Introduction
- In-Depth Program Review Recommendation Implementation (9 Departments)
- In-Depth Program Review Study Phase (Art, World Language, & Special Education/MTSS)
- Data for Action & Model for Teaching & Learning
- Common Assessments
- Trauma-Informed Care
- New Resource Training
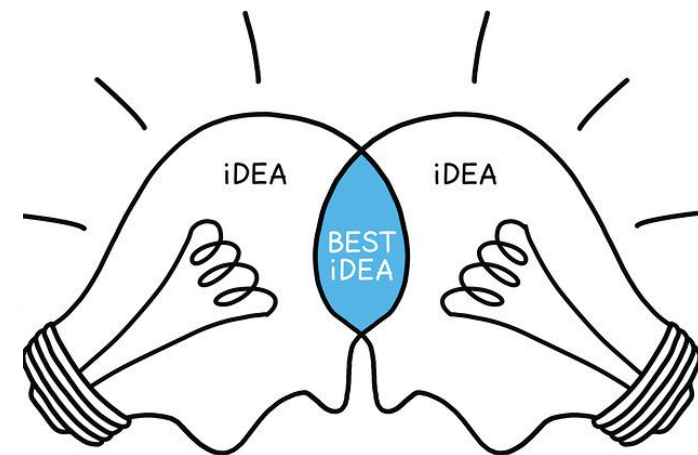- Curricular Work (e.g. Social Studies)

Breakout Groups for Input/Feedback

Questions for Discussion

❑ What areas of strength/opportunity do you see in the processes utilized to design professional development in the Pine-Richland School District?

❑ How would you suggest we improve our approach and practices?

❑ Are there other measures of effectiveness we should be considering?

❑ Any other thoughts or feedback?